

LEARNING TECHNOLOGIES LESSON PLAN

TRAINEE

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TITLE

William Shakespeare - Sonnet XVIII

TOPIC

English Literature - Shakespeare's sonnets

TYPE OF SCHOOL AND STUDENTS' AGE

Scuola Secondaria di Secondo Grado - Liceo Scientifico - 4th year.

LEARNING ENVIRONMENT

Multimedia lab, blended learning.

LEARNING AIMS

Pre-requisites:

The Renaissance (main historical events, the Tudor and the Stuart dynasty, the Reformation)
Basic vocabulary to describe poetry (e.g. line, stanza, rhyme scheme)
Shakespeare: Life and works (Shakespeare's sonnets).
Making comparisons.
Expressing opinions.

Learning aims:

Main features of the English Sonnet (structural units, rhyme scheme, types of stanzas, tone, themes with particular attention to the rhythm and metre).
Analysis of Shakespeare's Sonnet XVIII.
Writing a short commentary to the poem and its musical interpretation.
Producing a video where the students read/sing the poem aloud.

TOOLS CHOSEN

Power Point Presentation, Web 2.0 tools (Blog on Edmodo), Online Resources (Youtube videos).

METHODOLOGY AND TEACHING PROCEDURES

The methodology adopted is inductive. The teacher guides the students in inferring ideas about the poem's analysis through questions and referring to the performance of a singer. Similarly, no explanation is given about the formal features of the poem: only after the students will have gone through the text the teacher will give them clues to understand the structure of the English sonnet. In the end, the students are turned loose to write their own comments and opinion in a blog and they're

invited to read/sing the poem filming their performance.

BRIEF DESCRIPTION OF THE ACTIVITIES

What the TEACHER does	What (individual) STUDENTS or GROUP OF STUDENTS do
<ul style="list-style-type: none">- In the classroom, using an IWB. The teacher starts showing a snapshot of a movie scene (the picture, from the movie "Shakespeare in Love", has been modified, and it shows the poet thinking about how difficult it is to write poetry - his thoughts are written in thought bubbles) and asks the students what the poet's expression suggests. The thought bubbles should help students link their guess to the difficulty of writing poetry; what's written in them should suggest that writing poetry isn't easy and that writing funny "stuff" would be even more difficult.- Then a question appears in the PPT presentation ("What do you think about poetry?"). The teacher points at it on the IWB, and elicits the students' opinion suggesting some possible ideas.- The teacher announces that the poem will be dealt with in a slightly different way and, instead of reading it, he/she starts the video of David Gilmour singing Sonnet XVIII. After that, the text analysis starts from the song: the students are asked to tell their impressions and feelings about the song (the music, the lyrics, the location where the video was shot, etc.), and the teacher links the text analysis from the student's intuitions.- The teacher plays a second video on the IWB, where an adolescent sings the Sonnet following the rhythm of a famous rap song, inviting students to highlight the stressed syllables (one comes to IWB and does the two	<ul style="list-style-type: none">→ The students tell their opinion on what the poet's expression suggests. The content of the thought bubbles should help them link their guess to the difficulty of writing and understanding poetry.→ Students are required to answer the question telling their opinion on poetry and motivating it. Probably many students (especially male students) don't appreciate poetry, don't understand why it is treated at school, the way in which it's dealt with is boring and it's meaningless to them.→ Students open their books on the page where the sonnet is (or are provided with photocopies) and listen to the song version by David Gilmour. Then they tell their impressions and feelings about it.→ Students listen to the second song following the teacher's instruction, and try to infer the "theory" on the formal aspects of the sonnet (metre, rhyme scheme) by counting syllables and drawing the rhyme scheme under the teacher's guide.

<p>exercises) and then to divide the sonnet into syllables. The teacher guides students in inferring the formal aspects of the poem (rhythm, metre, patterns), the definition of the iambic pentameter, the rhyme scheme, in order to lead students to draw the structure of the English Sonnet. He/she specifies the words used to label metres and patterns.</p> <p>- In the multimedia lab, the teacher shows the class's blog and how it works. Then gives an assignment (subscribe, enter the blog and write a post of max. 10 lines with their ideas and opinions on the videos - also comparing them and considering the poem's analysis). The students are free to explore the blog, write their posts, comment on their classmates' posts.</p> <p>- At the end of the lesson, the teacher invites students to work in pairs at home and film themselves while reading/singing the poem following the rhythm of some music of their choice. They have 7 days to complete the task and post the video in the blog.</p>	<p>→ Students can access the blog and are free to post their own opinions and comment on their classmates' posts. They can also post some extra-ideas (videos of famous actors reading the poem, other musical versions of the sonnet).</p> <p>→ Students work in pairs, at home, choose a music arrangement and, following its rhythm, they sing/read the poem aloud. They have to film themselves and post the video in the blog.</p>
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ASSESSMENT

Strong points: This lesson can be performed either in class (provided that there is an IWB or a projector and loudspeakers) and in the multimedia lab. The blog, which can be accessed from school or at home, allows students to write their posts freely, concentrating on what they prefer, using simple sentences and informal language. Students will probably be more careful in writing, considering that their posts can be read by any member of the group. The posts can receive a feedback either in written form or in the form of an emoticon.

Weak points: The blog posts are public, any member of the group can read and comment them, so that some students may feel shy. Maybe some students don't have a camera to film themselves and an internet connection at home.